



Universitas Muhammadiyah Malang, East Java, Indonesia

## Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol. 5 No. 2 August 2022, pp. 135-150



<https://doi.org/10.22219/jiz.v5i2.19709>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



[izdihar.jurnalpba@umm.ac.id](mailto:izdihar.jurnalpba@umm.ac.id)

### Digital Literacy: Arabic Teacher's Competence in Distance Learning

Aulia Mustika Ilmiani<sup>a, 1</sup>, Hamidah Hamidah<sup>b, 2</sup>, Adelina Dewi Nuryaman<sup>c, 3</sup>, Soukaina Samdouni<sup>d, 4</sup>

<sup>a, b, c</sup>IAIN Palangka Raya, Indonesia

<sup>d</sup>Republic of Yemen Mohammed V University In Rabat, Morocco

<sup>1</sup>[aulia.mustika.ilmiani@iain-palangkaraya.ac.id](mailto:aulia.mustika.ilmiani@iain-palangkaraya.ac.id)\*, <sup>2</sup>[hamidah@iain-palangkaraya.ac.id](mailto:hamidah@iain-palangkaraya.ac.id),

<sup>3</sup>[adndwi747@gmail.com](mailto:adndwi747@gmail.com), <sup>4</sup>[soukainasamdouni22@gmail.com](mailto:soukainasamdouni22@gmail.com)

#### ARTICLE INFO

##### Article History:

Submitted: 14/1/2022

Revised: 1/4/2022

Accepted: 15/8/2022

Published: 31/8/2022

##### \*Corresponding

##### Author:

Name: Aulia Mustika

Ilmiani

Email:

[aulia.mustika.ilmiani@iain-palangkaraya.ac.id](mailto:aulia.mustika.ilmiani@iain-palangkaraya.ac.id)

#### ABSTRACT

The transformation of learning statically requires teachers to adapt to technology to face significant changes, especially in terms of adoption of digital education. What the teacher provides is not only the transmission of learning materials, but also digital literacy to facilitate the needs of students according to conditions in the field. Based on preliminary data, it is known that Arabic language teachers at Madrasah Aliyah Nuruzholam, Seruyan Regency, Central Kalimantan experience problems in terms of limited ability in the field of learning technology. The research method used was descriptive qualitative method which aimed to describe the digital literacy competence of Arabic language teachers at Madrasah Aliyah Nuruzholam. The results of the study showed that the digital literacy competence of Arabic language teachers can be seen from the teacher's activities such as; First, teachers can use the internet and use Google as a medium for finding information. Second, teachers obtain information by using the internet, Third, familiar teachers use the YouTube application as a means of finding information or learning Arabic resources. Fourth, the teacher uses the information obtained as a source of learning Arabic without any validation of data processing.

Copyright © 2022, Ilmiani et al

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



#### Keyword

Arabic Teacher; Digital Literacy; Teacher Ability

#### مستخلص البحث

يتطلب تحول التعلم من الناحية الإحصائية أن يتكيف المعلمون مع التكنولوجيا لمواجهة التغيرات الكبيرة، لا سيما فيما يتعلق باعتماد التعليم الرقمي. ما يقدمه المعلم ليس نقل المواد التعليمية فقط، ولكن أيضاً نحو الأمية الرقمية لتسهيل احتياجات الطلاب وفقاً للظروف في المجال. بناءً على البيانات الأولية، من المعروف أن معلمي اللغة العربية في المدرسة الثانوية نورالظلام سرويان كاليمانتان الوسطى هم يواجهون مشاكل من حيث القدرة تكنولوجيا التعلم. منهج البحث المستخدم هو المنهج الوصفي النوعي الذي يهدف إلى وصف كفاءة نحو الأمية الرقمية لمعلمي اللغة العربية في المدرسة الثانوية نورالظلام. تظهر نتائج الدراسة أن كفاءة نحو الأمية الرقمية لمعلمي اللغة العربية يمكن رؤيتها من خلال أنشطة المعلم مثل؛ أولاً، يمكن للمدرسين استخدام الإنترنت واستخدام Google كوسيلة للعثور على المعلومات. ثانياً، يحصل المعلمون على المعلومات باستخدام الإنترنت، ثالثاً، يستخدم المعلمون المألوفون تطبيق YouTube كوسيلة للعثور على المعلومات أو مصادر التعلم باللغة العربية. رابعاً، يستخدم المعلم المعلومات التي حصل عليها كمصدر لتعلم اللغة العربية دون أي تحقق من صحة معالجة البيانات.

معلم اللغة العربية: نحو الأمية الرقمية؛ معرفة القراءة والكتابة؛ قدرة المعلم

كلمات أساسية

## INTRODUCTION

The integration of technology in today's life is changing our relationship with information and knowledge (Amarulloh & Surahman, 2019). The digital world not only offers great opportunities and benefits for the public and society globally. The benefits that are most felt are the birth of individuals who are full of knowledge and insight (Astini, 2020), and produce individuals with the term digital native, namely the generation that lives in the digital era where the internet is a part of everyday life.

In the era of gadgets and the internet as it is today, the low literacy culture can cause stuttering in the face of communication and information technology that is developing extraordinary at this time (Supratman & Pujasari, 2018). Human ignorance in the digital world makes various abuses of digital media occur at the personal, social and national levels (McDougall et al, 2018). Therefore, improving the quality of learning is one of the challenges for education actors in Indonesia.

Therefore, digital literacy competence for the school community, especially teachers (Hidayat, 2019), is very necessary to filter the existing information. Digital literacy is defined as the ability to understand, analyze, assess, measure, evaluate information using digital technology (Amalia, 2018). The inability of teachers to interpret digital literacy has an impact on the quality of learning (Kurnianingsih et al., 2017). Therefore, the best solution must be done in implementing digital literacy learning in the school environment.

Various digital teaching resources are available in abundance on the internet. The digital era provides a variety of information on the internet, both verified and not (Aydin & Erol, 2021). Therefore, a strategy is needed in tracing sources of information so that the information obtained is information that is as needed and is valid and can be accounted for (Son et al., 2017). The problem is that teachers tend to use this information as a reference for developing learning resources or compiling learning tools. This is because teachers do not have the technique of searching for information sources on the internet, in the sense that they do not yet have adequate digital literacy, where this literacy is one of the competencies that must be possessed by teachers. So that the digital literacy awareness movement should have started from an early age.

Mentioned in the article Komang et al (Diputra et al.) The solution to overcome the problem regarding digital literacy skills is to assist teachers in schools to "encourage" the Digital Literacy Movement which is defined as a movement to motivate, mobilize, and cultivate digital "literacy", which is carried out with a participatory persuasive approach. The same thing was also done by Asari et al (Asari et al., 2019), In his article, he mentioned that digital literacy competence can be achieved by continuous training methods, training is given

treatment to be able to distinguish the negative and positive impacts of information obtained through digital media. In addition, teachers can also use social media as a source of learning media, such as the use of caricature memes or cartoons, and can also be used as a publication forum for project-based learning assignments. Optimizing the role of social media as a learning medium will lead students to a good understanding of digital literacy (Assidik, 2018), to minimize the negative effects of social media.

In several previous studies, it is also known that research on digital literacy competence of teachers, especially Arabic language teachers is still relatively small. Training related to the digital literacy movement is being actively promoted as mentioned in Dewi's article (Dewi, 2019), Schools have a very important role in instilling a culture of reading and writing (literacy) in students. Therefore, each school must provide full support for cultural growth. In line with that, digital literacy efforts are also reflected in research (Nahdi & Jatisunda, 2020) reading and writing (literacy) in school.

Research on digital literacy, especially in the Arabic language field, is still an object of learning (Dariyadi, 2019), such as research conducted by Ilmiani (Ilmiani & Miolo, 2021) In his writing, it is stated that digital literacy is applied in learning Arabic by utilizing social media. While there are not many studies that focus on teacher competence as a learning subject. This has triggered us to contribute to conducting similar research in the field of digital literacy competencies, especially for Arabic language teachers. Coupled with the background of the problems experienced by Arabic language teachers in a pandemic condition. This problem is crucial because the teacher must understand digital literacy, before applying it in distance learning.

Previous research related to digital literacy, especially in the Arabic language, as the author mentioned earlier only discussed digital literacy in terms of learning, no one has discussed digital literacy related to the competence of Arabic language teachers, similar research on digital literacy skills is carried out by activists of religious organizations in schools. schools in Bandung have been previously studied by Nur (Nur, 2019). Departing from this data, it can be seen that there are differences with the research that the author has done. The author here discussed qualitatively descriptive how the digital literacy competence of Arabic language teachers. Thus, this research was expected to be the initial data regarding the digital literacy competence of teachers, especially Arabic language teachers.

As the results of the researcher's initial observations, the results of the initial interviews with Arabic teachers in Seruyan Regency, Central Kalimantan admitted that learning Arabic during the implementation of distance learning experienced obstacles in the learning process. This initial data was reinforced by

the results of observations that researchers have done that Arabic language teachers at Madrasah Aliyah Nuruzh Zholam, Seruyan district, Central Kalimantan region faced obstacles during the Arabic learning process, especially in terms of digitalization in its application to distance learning, some others did not take advantage of digitalization effectively. Based on this initial data, researchers were interested in wanting to follow up further and describe the competence of Arabic language teachers in terms of digital literacy.

Based on the background that the researchers mentioned earlier, here the author positioned the research that the researcher did by looking at previous studies as a reference, reference and at the same time distinguishing this research from previous research. Thus, the purpose of this study was to describe and narrate the digital literacy competencies of Arabic language teachers in the Central Kalimantan region during distance learning.

This research was expected to be a reference for academics, lecturers and other researchers to follow up in the form of further research, the target of service to improve the competence of Arabic language teachers in digital literacy skills, as well as the latest information related to digital competence of Arabic language teachers in Seruyan Regency, Central Kalimantan.

## METHOD

The research used qualitative research methods. This research prioritizes the process rather than the results. Process plays an important role in qualitative research because what is studied is clearer if it is carried out in the process of observation.

This research was located in Madrasah Aliyah Nuruzh Zholam, Seruyan district, Central Kalimantan. At this school there are two Arabic teachers who teach special subjects in Arabic. The subjects of this study were selected based on the criteria that the researchers determined. That is, the Arabic language teacher who has Arabic education background, both a bachelor's and master's degree. This research lasted for four months, starting from March 2021 to December 2021. This location was chosen because Arabic teachers at other madrasahs in the district of Seruyan did not have an Arabic education background. From the observations of the researchers, the Arabic teachers at Madrasah Aliyah Nuruzh Zholam with an Arabic education background can be seen from his last diploma.

The primary data sources in this study were two Arabic language teachers at Madrasah Aliyah Nuruzh Zholam in Seruyan district while the secondary data sources were students who took Arabic lessons, the local school principal and

their Arabic teacher colleagues as well as informants in this study. The approach used was qualitative, with data in the form of videos, recordings, and field notes from interviews, observations and documentation of researchers along with research sources and informants that have been mentioned.

Data collection techniques in this study were interviews, observation and documentation. Interviews with Arabic teachers were conducted in several ways. In the first session, the interview was conducted by telephone. The second session of the interview was conducted using video calls via WhatsApp, zoom cloud meeting and google meet. Interviews of researchers were carried out as much as possible to get saturated data. The interviews could not be conducted directly due to the pandemic period and regional restrictions in the Central Kalimantan area. So that researchers cannot meet the sources directly. The observations were made by researchers to see the teaching process carried out by Arabic language teachers during distance learning. Due to the pandemic, this observation was also carried out with virtual zoom, video calls and also asking for videos of the learning process carried out by Arabic language teachers. While the documentation obtained by the researchers was teaching materials, activity schedules and also matters related to the learning process such as learning materials in the form of power points etc.

The technique used to process research data was by listening to research results, selecting data, analyzing data, and concluding results. After getting the research results from the interview, observation and documentation process, the researchers used a data validation technique called triangulation.

The triangulation was done by comparing information or data in different ways. To obtain the truth of reliable information and a complete picture of the digital literacy competence of Arabic language teachers at Madrasah Aliyah Nuruzh Zholam, the researchers used free interview methods and structured interviews and periodic observations to check the truth. In addition, the researchers also used informants such as students who took part in the Arabic language learning process, school principals and colleagues at Madrasah Aliyah Nuruzh Zholam to check the veracity of the information. Through various perspectives or views, it was hoped that results that were close to the truth can be obtained.

## RESULTS & DISCUSSION

As the results of the research we got; the Arabic language learning process in the Seruyan Regency, Central Kalimantan can run well despite the obstacles faced by Arabic language teachers. The obstacles faced by Arabic language

teachers are divided into three parts, namely geographical, professional and psychological constraints. The Ministry of Communication and Information stated in an interview that the obstacles faced by internet network providers in Indonesia to improve the quality of speed and access coverage are as follows;

The geographical constraint in question is that the internet network in the Central Kalimantan region is not yet stable and uneven, especially in remote areas. Indonesia's geographical constraints are very wide, in remote areas, 4G and 5G networks are not covered, this area does not have a fibre-optic network for wireless internet access, the ability of the public to buy quotas with fibre-optic networks is relatively expensive, the method of measuring internet speed is different, large internet capacity for internet access as well as regulatory issues to regulate the sharing infrastructure, sharing frequency, and analogue broadcasting so that a large amount of internet is offset by the limited availability of frequencies (Indonesia, t.t.) (Hasan et al., 2021; Permadi & Hairunnisa, 2021) (Azzahra et al., 2021; Hidayatulah et al., 2021).

The obstacles are caused by the professional competence of Arabic language teachers, of which Arabic teachers in the Central Kalimantan region are mostly Arabic teachers who do not have an Arabic education background. Based on Law No. 20 of 2003 concerning the National education system, Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators who must have academic qualifications consisting of Arabic language teachers who must understand the objectives of Arabic subjects, understand characteristics of students who learn Arabic, make clear standards and learning objectives, master the management of Arabic language materials, evaluate and facilitate or support students in learning Arabic.

This can be achieved if the Arabic language teacher has competence (Nahdi & Jatisunda, 2020). Thus, it can be seen that the professional competence of Arabic language teachers is the main capital that is the main factor in the success and success of learning Arabic, but the reality is that in the human resources field, teachers who are qualified for S1 Arabic education are very limited and even there are no Arabic teachers background in Arabic education in several schools in Central Kalimantan.

These two main problems cause psychological problems that greatly affect the quality of Arabic learning faced by Arabic teachers in Central Kalimantan. The root of the problem that was not addressed from the start, such as the problem of teacher professional competence which caused low student interest, mastery of Arabic teacher material that was not optimal (Faiqi, 2021) and the lack of competence of Arabic language teachers in the field of methodology and technology will become a tangled thread that shapes students' psychology in facing Arabic learning. Even more so during the pandemic where Arabic language



learning is suppressed by various changes in conventional learning towards digital learning. In research (Muradi et al., 2020) it is stated that the presence of teachers who have competence is more important than the use of methods and media.

The digital literacy competence of Arabic language teachers in the Seruyan district of Central Kalimantan can be seen from the activities or activities carried out by Arabic teachers as follows:

*First*, Arabic language teachers can use the internet, can use Google as a medium for finding information, but Arabic teachers with ages above 40 years and over cannot determine the right keywords according to their needs, this is due to the age factor, Arabic teachers also cannot identify search results. What you get is in the form of pdfs, documents or e-books, Arabic language teachers also have their email accounts but most of them are created by other people, but these emails are not used for basic needs such as sending files, documents, photos or video because the Arabic teachers only uses the email for the need to create other social accounts.

*Second*, Arabic teachers can find and obtain information by using the internet. Based on the results of interviews, observations and documentation that the researchers did, the data obtained by Arabic teachers found and obtained information using the internet. After getting the information needed, the Arabic teachers creates learning video content by recording and editing files. The Arabic learning videos made by Arabic teachers use cartoon visuals to attract students' interest. The cartoon is dubbed using the voice of an Arabic teachers.

*Third*, Arabic teachers are familiar with or often use the YouTube application as means of finding information or learning Arabic resources. Based on the results of interviews, observations and documentation that the researchers did, the data obtained by Arabic teachers using the YouTube application as a source of learning Arabic. However, this learning resource from YouTube does not have a directed basis or regulation. So that no measurable validation was found regarding the reference to learning resources made by this Arabic teacher.

*Fourth*, the ability of Arabic teachers to use the information obtained as a source of learning Arabic effectively still needs to be improved. Based on the results of interviews, observations and documentation that researchers did, it was found that Arabic language teachers had not utilized learning resources effectively, such as using curators of social bookmarking websites and creating digital portfolios.

Gilster argues that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers and everyday life. Gilster's opinion seems to simplify the actual digital media which consists of various forms of information at once such

as sound, text and images. Therefore Eshet (Chigisheva et al., 2021) emphasizes that digital literacy should be more than just the ability to use various digital resources effectively. Digital literacy is also a form of digital user thinking patterns.

Bawden (2001) (Çetin, 2021) offers a new understanding of digital literacy rooted in computer literacy and information literacy. Computer literacy developed in the 1980s when microcomputers were increasingly used not only in the business environment but also in society. Meanwhile, information literacy was widespread in the 1990s when information was more easily compiled, accessed and disseminated through social networked information technology.

Sule Eguz (Eguz, 2021) states that computer literacy consists of several literacy (a) tool literacies; competence in using software and hardware. (b) Source literacy is defined as an understanding of various sources of form, access and information. (c) Structural social literacy is an understanding of how to produce and socially benefit information. (d) Research literacy is the use of information technology for research and knowledge. (e) Publishing literacy is the ability to communicate and publish information. (f) New technology literacy as an understanding of the development of information technology. (g) Critical literacy is the ability to evaluate the benefits of new technologies.

From some of the opinions above, it can be understood that digital literacy involves the following aspects. (a) Knowledge assembly, namely the ability to build information from various reliable sources. (b) Ability to present information including critical thinking in understanding information with an awareness of the validity and completeness of sources from the internet. (c) Ability to read and understand non-sequential and dynamic information material. (d) Awareness of the importance of conventional media and connecting it to networked media (internet). (e) Awareness of access to people's networks that can be used as a source of referrals and help. (f) Use of filters on incoming information. (g) Feel comfortable and have access to communicate and publish information. So digital literacy is more associated with technical skills in accessing, compiling and understanding and disseminating any information accurately.

Quoted from the [www.educatorstechnology.com](http://www.educatorstechnology.com), there are nine basic digital skills that an educator must master. In making special learning media, for example, an educator must be able to create these learning media by recording and editing the audio file. For a professional or educator who is accustomed to working with technology, there are many software that can be used to edit audio files, one of which is Adobe Audition. In other conditions, learning often requires learning media in the form of annotated video content. Annotated means that it can be commented on or criticized by students. The nine basic digital skills that must be mastered by educators are as follows; First, record and edit sound files.



Second, create annotated, interactive and interesting video content. Third, create visually appealing content. Fourth, use social networking sites to create personal and professional learning networks. Fifth, use blogs and wikis to create participatory spaces for students. Sixth, using a curator of social bookmarking websites. Seventh, make presentations that involve students. Eighth, create a digital portfolio. Ninth, make a quiz (Fauzi & Anindiati, 2020).

When juxtaposed with the research results obtained based on the theory of digital literacy as a reference, the following is a review and discussion of this research; a description of the Arabic language teacher's digital literacy skills.

First, Arabic teachers can use the internet, can use Google as a medium for information retrieval. It can be concluded based on the activities carried out by Arabic language teachers such as creating personal learning networks that can connect teachers and students in distance learning. Build interactions that involve students to be active to comment on the learning content created by the teachers. So, this activity is in accordance with the fourth and fifth indicators in the digital literacy competency standards that must be mastered by teachers. That is, teachers should record and edit sound files. And create annotated, interactive and engaging video content. However, Arabic teachers with ages above 40 years and over cannot determine the right keywords according to their needs, this is due to the age factor, Arabic teachers also cannot identify the search results obtained in the form of pdfs, documents or e-books, Arabic teachers They also have their own email accounts but mostly, these accounts were created by other people, but these emails are not used for basic needs such as sending files, documents, photos or videos because basically Arabic teachers only use these emails for the need to create social accounts other.

Second, Arabic teachers can find and obtain information by using the internet, either through mozilla or chrome, Arabic teachers can find sources for learning Arabic through youtube, but cannot select and manage the information that has been obtained. It can be concluded based on the activities carried out by the Arabic language teacher. Arabic teachers create learning video content by recording and editing files. The Arabic learning videos made by Arabic teachers use cartoon visuals to attract students' interest. The cartoon is dubbed using the voice of an Arabic teacher. However, the learning resources obtained are only collected without being validated first and then immediately become a reference or learning resource, the Arabic language teacher has also not been able to determine which sources or references have the most potential to be used in learning Arabic. So, this activity is in accordance with the first and second indicators in the digital literacy competency standards that must be mastered by teachers. That is, teachers should use social networking sites to create personal and professional learning networks. And also use blogs and wikis to create

participatory spaces for students.

Third, Arabic teachers are familiar or often use the YouTube application as a means of finding information or learning Arabic resources, the second popular application is to find learning resources via Google. In fact, when it was re-confirmed, the Arabic teacher had never used a digital library as a learning resource. Arabic teachers are also completely unaware of any other learning resources besides YouTube and Google, such as E-books and electronic magazines. This can be concluded based on the activities carried out by Arabic language teachers such as often using the YouTube application as means of finding information or learning Arabic resources. However, this learning resource from YouTube does not have a directed basis or regulation. So, there is no measurable validation related to learning resource references made by Arabic language teachers. This is not in accordance with the indicators of digital literacy skills that must be mastered by teachers as mentioned.

Fourth, the ability of Arabic teachers to use the information obtained as a source of learning Arabic effectively still needs to be improved. Arabic teachers have not made effective use of learning resources, such as using curators of social bookmarking websites and creating digital portfolios. As an indicator of digital literacy skills that must be mastered by teachers. This can be seen from the use of learning resources from YouTube which are not validated first, Arabic teachers generally do not compare the information they get with other sources, it is not validated beforehand which information or Arabic learning materials will be used as teaching materials for language teachers. The Arabic teachers also do not critically evaluate Arabic learning materials adapted based on certain criteria, for example adjusting basic competencies, learning objectives and indicators of Arabic learning in each class. It is also known that Arabic teachers do not understand further about the use of copyright and also the law of adapting material without including the source (plagiarism), this can be seen from the uploads used as learning resources that are distributed by Arabic teachers to students. Finally, the Arabic teachers have not been able to represent the information they have obtained from digital media, making the information or teaching materials they analyze, synthesize and interpret in presenting information.

The results of this study focused on the description of the digital literacy skills of Arabic language teachers in the Seruyan district. The reference material for this research is the findings of previous research, which focuses more on digital literacy as the object of research. As research conducted by Setyaningsih et al (Setyaningsih et al., 2019), the findings show a model of strengthening digital literacy through the use of e-learning. The model includes elements of communication and collaboration in the form of active participation in learning

and research activities. Consists of individual competency components in the form of using skills, critical understanding, and communicative abilities. In line with this research, Hana and darmawan (Silvana & Darmawan, 2018) In his research, he also stated that the findings show that digital literacy programs have a positive impact on knowledge, understanding and skills in using media, especially social media, which is currently often used as a source of information by the public, especially young people.

Several studies that refer to digital literacy as a research subject as mentioned in Irhadayaningsih's research (Irhandayaningsih, 2020), The findings show that in terms of basic digital literacy skills, students can connect to platforms to participate in online learning, and can use worksheet technology to write assignment articles according to the specified format. Similar to this research, Dinata (Dinata, 2021) also said, based on the results of data analysis, it was concluded that the digital literacy skills of students of the Mathematics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Kotabumi were in the "Good" category. Of the many studies on digital literacy, not many researchers have found research that focuses on the ability of teachers in digital literacy, especially Arabic teachers.

The results of the research were descriptive qualitative, in which the researchers described the ability of Arabic language teachers by telling and describing the abilities of Arabic language teachers in Seruyan district, Central Kalimantan with words. This study did not describe further quantitatively, a measure of the ability of Arabic language teachers. Thus, it is hoped that there will be further research using quantitative methods so that scientific research is measurable on the digital literacy competence of Arabic language teachers, especially in Seruyan Regency, Central Kalimantan.

## CONCLUSIONS

The digital literacy competencies of two Arabic language teachers at MAN Nuruzh Zholam, Seruyan district, Central Kalimantan, as the research subject that has been determined can be seen from the activities or activities carried out by the Arabic language teacher as follows: First, Arabic language teachers can use the internet, can use Google as a medium for information retrieval. Second, Arabic teachers can find and obtain information using the internet, Third, Arabic teachers are familiar with or often use the YouTube application as means of finding information or learning Arabic resources. Fourth, the ability of Arabic teachers to use the information obtained as a source of learning Arabic effectively still needs to be improved. The results of this study focused on the description of

the digital literacy skills of Arabic language teachers in the Seruyan district. The reference material for this research was the findings of previous research, which focuses more on digital literacy as the object of research. In addition, research on digital literacy that focuses on learning Arabic is still relatively small. So, it is hoped that this research can contribute in terms of describing the ability of Arabic language teachers in the field of digital literacy. Starting from the original goal, this research can also be a reference for other researchers to describe the ability of Arabic language teachers in digital literacy competencies in different regions. Perhaps, new theories and references will be found in the field of digital literacy, especially in learning Arabic. From the results of this study, it can be seen that in the Central Kalimantan region, the digital literacy skills of Arabic language teachers still need to be improved. Their lack of knowledge in the field of digital literacy can be seen from the less than optimal use of technology which should be able to facilitate Arabic language teachers in making teaching materials and learning materials based on learning media. The digital literacy competence of Arabic language teachers in the Seruyan district of Central Kalimantan can be seen from the activities or activities carried out by Arabic teachers as follows: First, Arabic language teachers can use the internet, can use Google as a medium for information retrieval. Second, Arabic teachers can find and obtain information using the internet, Third, Arabic teachers are familiar with or often use the YouTube application as a means of finding information or learning Arabic resources. Fourth, the ability of Arabic teachers to use the information obtained as a source of learning Arabic effectively still needs to be improved. This may be the concern of all parties, such as researchers and academics who do lecturer service. So that the training provided is right on target and can be utilized shortly. In addition, the government needs to provide adequate facilities and infrastructure to be a solution related to the limited signal and other obstacles in the Arabic language learning process in the Seruyan Regency, Central Kalimantan Region. This may be the concern of all parties, such as researchers and academics who do lecturer service. So that the training provided is right on target and can be utilized shortly. In addition, the government needs to provide adequate facilities and infrastructure to be a solution related to the limited signal and other obstacles in the Arabic language learning process in the Seruyan Regency, Central Kalimantan Region.

## ACKNOWLEDGMENT

We, as researchers, take this opportunity to thank as much as possible for the assistance of Arabic language teachers as the main resource persons in the

Seruyan district of Central Kalimantan who spent a lot of time, information and experience greatly helped the completion of this research. In addition, we also express our deepest gratitude to the students, principals in madrasah in the Seruyan district as informants who support and provide information related to our research.

## BIBLIOGRAPHY

- Amalia, R. R. (2018). Literasi digital pelajar sma: Kemampuan berkomunikasi dan berpartisipasi pelajar SMA Negeri di Daerah Istimewa Yogyakarta melalui internet. *Jurnal Studi Pemuda*, 4(1), 224–240. <https://doi.org/10.22146/studipemudaugm.36733>
- Amarulloh, A., & Surahman, E. (2019). Refleksi peserta didik terhadap pembelajaran berbasis digital. *Jurnal Metaedukasi: Jurnal Ilmiah Pendidikan*, 1(1), Article 1. <https://doi.org/10.37058/metaedukasi.v1i1.977>
- Asari, A., Kurniawan, T., Ansor, S., & Putra, A. B. N. R. (2019). Kompetensi literasi digital bagi guru dan pelajar di lingkungan sekolah Kabupaten Malang. *BIBLIOTIKA: Jurnal Kajian Perpustakaan dan Informasi*, 3(2), 98–104.
- Assidik, G. K. (2018). Pemanfaatan media sosial sebagai alternatif media pembelajaran berbasis literasi digital yang interaktif dan kekinian. *Seminar Nasional SAGA#2 (Sastra, Pedagogik, Dan Bahasa)*, 1(1), 242–246.
- Astini, N. K. S. (2020). Tantangan dan peluang pemanfaatan teknologi informasi dalam pembelajaran online masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 241–255. <https://doi.org/10.37329/cetta.v3i2.452>
- Aydin, E., & Erol, S. (2021). The views of turkish language teachers on distance education and digital literacy during Covid-19 pandemic. *International Journal of Education and Literacy Studies*, 9(1), 60–71. <https://doi.org/10.7575/aiac.ijels.v.9n.1p.60>
- Azzahra, S. P., Abidin, F. A., Susiati, E., & Cahyadi, S. (2021). Tantangan dan upaya guru SMA dalam melaksanakan pembelajaran jarak jauh. *Lectura: Jurnal Pendidikan*, 12(2), 108–121. <https://doi.org/10.31849/lectura.v12i2.7160>
- Çetin, E. (2021). Digital storytelling in teacher education and its effect on the digital literacy of pre-service teachers. *Thinking Skills and Creativity*, 39, 100760. <https://doi.org/10.1016/j.tsc.2020.100760>

- Chigisheva, O., Soltovets, E., Dmitrova, A., Akhtyan, A. G., Litvinova, S. N., & Chelysheva, Y. V. (2021). Digital literacy and its relevance to comparative education researchers: Outcomes of scival analytics. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(10), em2017. <https://doi.org/10.29333/ejmste/11183>
- Dariyadi, M. W. (2019). Pembelajaran bahasa Arab di era digital 4.0. *Prosiding Konferensi Nasional Bahasa Arab*, 5(5), 448–462.
- Dewi, P. Y. A. (2019). Gerakan membaca di awal pelajaran guna membangun budaya literasi di sekolah dasar. *Prosiding Nasional*, 77–85.
- Dinata, K. B. (2021). Analisis kemampuan literasi digital mahasiswa. *Edukasi: Jurnal Pendidikan*, 19(1), 105–119. <https://doi.org/10.31571/edukasi.v19i1.2499>
- Diputra, K. S., Trisiantari, N. K. D., & Jayanta, I. N. L. (t.t.). *Gerakan literasi digital bagi guru-guru sekolah dasar*. 11.
- Eguz, S. (2021). Digital literacy perspective: reflections on education. *The Eurasia Proceedings of Educational and Social Sciences*, 20, 58–63.
- Faiqi, M. I. A. (2021). Efektivitas pembelajaran bahasa Arab Menggunakan Media Online Selama Pandemi Covid-19 di Jurusan Sastra Arab Universitas Negeri Malang. *Semnasbama*, 5(0), 699–708.
- Fauzi, M. F., & Anindiati, I. (2020). *E-Learning pembelajaran bahasa Arab*. UMMPress.
- Hasan, R., Saptono, M., & Safrudin, S. (2021). Model, strategi, dan metode pembelajaran anak berkebutuhan khusus (ABK) era pandemi Covid-19 di SLB Provinsi Kalimantan Tengah. *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, 5, 161–171. <https://doi.org/10.33363/sn.v0i5.157>
- Hidayat, N. (2019). Deskripsi kompetensi guru bahasa Arab di Madrasah Aliyah Ja-Alhaq Kota Bengkulu berdasarkan Undang-Undang Nomor 14 Tahun 2005 tentang guru dan dosen. *At-Ta'lim: Media Informasi Pendidikan Islam*, 18(2), 299–316. <https://doi.org/10.29300/attalim.v18i2.2737>
- Hidayatulah, M. A., Astuti, R. S., & Simanjuntak, S. Y. (2021). Persepsi siswa dalam kebijakan pembelajaran jarak jauh. *Jurnal Ilmiah Pendidikan Citra Bakti*, 8(1), 14–24. <https://doi.org/10.38048/jipcb.v8i1.116>
- Ilmiani, A. M., & Miolo, M. I. (2021). Digital literacy: Exploration of social media-based Arabic language learning. *Journal of Applied Studies in Language*, 5(2), 215–221. <https://doi.org/10.31940/jasl.v5i2.215-221>



- Indonesia, C. N. N. (t.t.). *Kominfo ungkap masalah internet di Indonesia*. teknologi. retrieved 4 Desember 2021, dari <https://www.cnnindonesia.com/teknologi/20201215131630-213-582359/kominfo-ungkap-masalah-internet-di-indonesia>
- Irhandayaningsih, A. (2020). Pengukuran literasi digital pada peserta pembelajaran daring di masa pandemi Covid-19. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi*, 4(2), 231–240. <https://doi.org/10.14710/anuva.4.2.231-240>
- Kurnianingsih, I., Rosini, R., & Ismayati, N. (2017). Upaya peningkatan kemampuan literasi digital bagi tenaga perpustakaan sekolah dan guru di wilayah jakarta pusat melalui pelatihan literasi informasi. *Jurnal Pengabdian kepada Masyarakat (Indonesian Journal of Community Engagement)*, 3(1), 61–76. <https://doi.org/10.22146/jpkm.25370>
- McDougall, J., Readman, M., & Wilkinson, P. (2018). The uses of (digital) literacy. *Learning, Media and Technology*, 43(3), 263–279. <https://doi.org/10.1080/17439884.2018.1462206>
- Muradi, A., Mubarak, F., Darmawaty, R., & Hakim, A. R. (2020). Higher order thinking skills dalam kompetensi dasar bahasa Arab. *Arabi: Journal of Arabic Studies*, 5(2), 177–190. <https://doi.org/10.24865/ajas.v5i2.293>
- Nahdi, D. S., & Jatisunda, M. G. (2020). Analisis literasi digital calon guru sd dalam pembelajaran berbasis virtual classroom di masa pandemi Covid-19. *Jurnal Cakrawala Pendas*, 6(2), 116-123.
- Nur, M. (2019). Literasi digital keagamaan aktivis organisasi keagamaan di Madrasah Aliyah Negeri (MAN) di Kota Bandung. *Jurnal SMART (Studi Masyarakat, Religi, dan Tradisi)*, 5(1), 1–14. <https://doi.org/10.18784/smart.v5i1.745>
- Permadi, A. S., & Hairunnisa, H. (2021). Analisis kesulitan belajar peserta didik pada mata pelajaran Siskomdig menggunakan media e-learning si-bajakah di kelas X SMKN 3 Palangkaraya. *Neraca: Jurnal Pendidikan Ekonomi*, 6(2), 10–15. <https://doi.org/10.33084/neraca.v6i2.2638>
- Setyaningsih, R., Abdullah, A., Prihantoro, E., & Hustinawaty, H. (2019). Model penguatan literasi digital melalui pemanfaatan e-learning. *Jurnal ASPIKOM*, 3(6), 1200–1214.
- Silvana, H., & Darmawan, C. (2018). Pendidikan literasi digital di kalangan usia muda di Kota Bandung. *PEDAGOGIA*, 16(2), 146–156. <https://doi.org/10.17509/pdgia.v16i2.11327>

Son, J.-B., Park, S.-S., & Park, M. (2017). Digital literacy of language learners in two different contexts. *JALT CALL Journal*, 13(2), 77–96.

Supratman, L. P., & Supratman, L. P. (2018). Penggunaan media sosial oleh digital native. *Jurnal ILMU KOMUNIKASI*, 15(1), 47–60.  
<https://doi.org/10.24002/jik.v15i1.1243>